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ABSTRACT

This instructor guide for a unit on entrepreneurship potential in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of four references. Model assessment responses are provided in the instructor materials. These six objectives are addressed: describe typical entrepreneurial characteristics; identify one's entrepreneurial aptitudes and skills; describe professionalism as it relates to being an entrepreneur; determine the motives for starting one's own business; evaluate the different types of business opportunities that relate to one's own skills; and apply the goal-setting process to career planning. (YLB)

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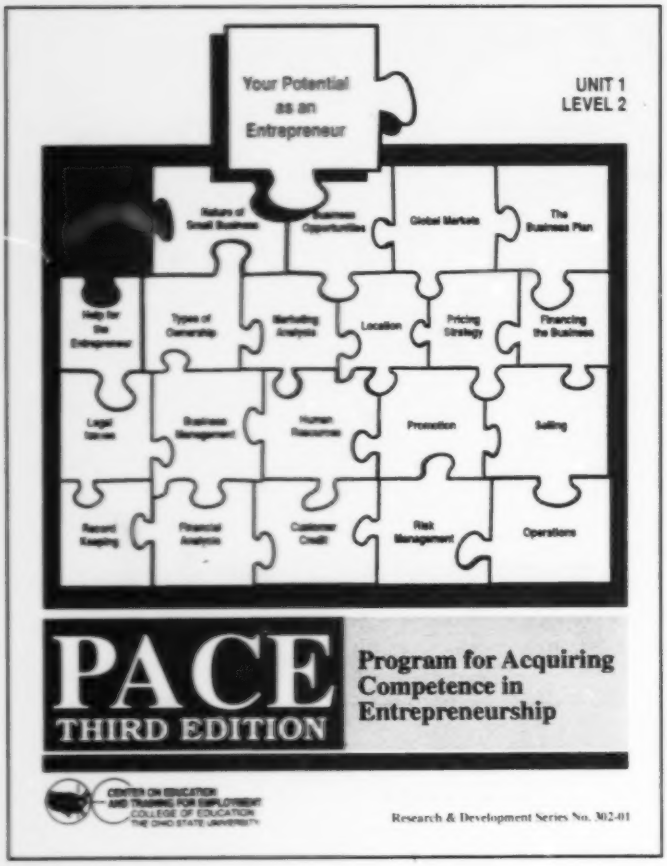

Objectives:

- Describe typical entrepreneurial characteristics.
- Identify your entrepreneurial aptitudes and skills.
- Describe professionalism as it relates to being an entrepreneur.
- Determine the motives for starting your own business.
- Evaluate the different types of business opportunities that relate to your own skills.
- Apply the goal-setting process to career planning.

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INSTRUCTOR GUIDE

Unit 1

Your Potential as an Entrepreneur

Level 2

HOW TO USE PACE

- Use the objectives as a pretest. If a student is able to meet the objectives, ask him or her to read and respond to the assessment questions in the back of the module.
- Duplicate the glossary from the *Resource Guide* to use as a handout.
- Use the teaching outlines provided in the *Instructor Guide* for assistance in focusing your teaching delivery. The left side of each outline page lists objectives with the corresponding headings (margin questions) from the unit. Space is provided for you to add your own suggestions. Try to increase student involvement in as many ways as possible to foster an interactive learning process.
- When your students are ready to do the *Activities*, assist them in selecting those that you feel would be the most beneficial to their growth in entrepreneurship.
- Assess your students on the unit content when they indicate they are ready. You may choose written or verbal assessments according to the situation. Model responses are provided for each module of each unit. While these are suggested responses, others may be equally valid.

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Objectives	Teaching Suggestions
1. DESCRIBE TYPICAL ENTREPRENEURIAL CHARACTERISTICS	
What are the characteristics of successful entrepreneurs?	Use an overhead or chalkboard to list characteristics of successful entrepreneurs. Leave enough room at each category for students to add their own thoughts and examples. Students should do the same activity with note cards.
2. IDENTIFY YOUR ENTREPRENEURIAL APTITUDES AND SKILLS	
What are common aptitudes and skills of entrepreneurs?	Create a chart which displays common aptitudes and skills of entrepreneurs. Have students give examples of different small businesses that require the aptitudes/skills listed on the chart (e.g., mechanical aptitudes are critical to auto repair shops owners, artistic abilities are key to gardening and home improvement business owners, etc.)
3. DESCRIBE PROFESSIONALISM AS IT RELATES TO BEING AN ENTREPRENEUR	
How important is a professional image to the entrepreneur?	Help students understand ways they can improve their appearance, communication skills, manners, ethical standards, and other qualities which project a professional image for the entrepreneur.
4. DETERMINE THE MOTIVES FOR STARTING YOUR OWN BUSINESS	
What motivates someone to own a business?	Invite a local entrepreneur to speak about what motivated him/her to become a business owner.
5. EVALUATE THE DIFFERENT TYPES OF BUSINESS OPPORTUNITIES THAT RELATE TO YOUR OWN SKILLS	
What are the personal advantages and disadvantages of owning a small business?	Use tables as shown in the text to explain advantages and disadvantages of owning your own business.
What are the social advantages and disadvantages of owning a small business?	Explain to students the role of the business community in entrepreneurship success. Relate this issue to social advantages and disadvantages of being an entrepreneur.

Objectives	Teaching Suggestions
What are the advantages and disadvantages to the family in owning a small business?	Have the entrepreneur discuss family issues as they relate to day-to-day business activities.
What are the advantages and disadvantages to a career in starting a small business?	Choose examples of famous small business success stories to focus the discussion on advantages and disadvantages of a career in entrepreneurship. Rags to riches as well as fall from grace stories should be included. Have students express their views on how the lives of these famous entrepreneurs were changed by their business. Offer students the chance to do outside research on a famous entrepreneur of their choosing.
6. APPLY THE GOAL-SETTING PROCESS TO CAR[illegible]R PLANNING	
Why is goal setting important to the entrepreneur?	Use a simple case on goal setting in business and have students solve the problem raised in the case. (The instructor can use either a business management textbook or any newspaper or magazine article to create a case.)
What are the steps in goal setting?	Use the above suggestion or the case presented in the text to go over the steps in goal setting. Have students comment on each step as it relates to the case.
How can goal setting help you develop your career?	Conclude the discussion and teach students how to set and adjust goals for their careers. Describe to students how helpful it is to write down goals and revise them as necessary.

MODEL ASSESSMENT RESPONSES

1. Some of the most important characteristics in running a business are tough mindedness, willingness to work hard and take reasonable risk, self-confidence, flexibility, entrepreneurial sensitivity, goal setting, problem solving, enthusiasm, creativity and inventiveness.

2. Some of the motives for starting your own company could include: desire to make more money, gain recognition and self-satisfaction, opportunity to compete and be creative. Also, the opportunity to continue an existing family business, the opportunity to become an associate, or a partner with a friend are all other good reasons to start a business.

3. Some of the biggest problems involved with starting new businesses are less money in the beginning, longer work hours, insufficient support from your family, and lack of experience.

4. The answer should include factors such as the existing market demand for the product or service you will offer, entry barriers such as start-up capital and competition, and various legal issues related to the business. You must assess all these issues when choosing the type of business you want to be in. These issues will affect your business plan and the future success of your enterprise.

5. The answer should reflect the student's understanding of the wide range of entrepreneurship duties and skills required to run a business. For example, an entrepreneur must communicate effectively, and be knowledgeable about the product/service he or she sells. Courtesy, ethics, personal appearance, manners, and integrity are vital to portraying a professional business image. Networking and public relations help smooth the path to business success and professional help when needed.

6. To convey a professional image to the business community, the entrepreneur and his/her employees should have an appropriate professional appearance, and good communication skills. Suitable business etiquette, manners, integrity, and ethics convey an appealing professional image to clients, suppliers, distributors, investors, bankers, and other people involved with your business.

7. Goal setting helps the entrepreneur focus efforts in order to achieve desired outcomes. With goals set firmly in advance, one can recognize opportunities when they become available and use them appropriately. Setting short-term and long-term goals helps one to see opportunities others do not. In addition, one should modify goals according to progress and opportunities.

PACE
THIRD EDITION

Program for Acquiring Competence in Entrepreneurship

Incorporates the needed competencies for creating and operating a small business at three levels of learning, with experiences and outcomes becoming progressively more advanced.

Level 1 — Understanding the creation and operation of a business.
Level 2 — Planning for a business in your future.
Level 3 — Starting and managing your own business.

Self-contained **Student Modules** include: specific objectives, questions supporting the objectives, complete content in form of answers to the questions, case studies, individual activities, group activities, module assessment references. **Instructor Guides** include the full text of each student module and lesson plans, instructional suggestions, and other resources. **PACE, Third Edition, Resource Guide** includes teaching strategies, references, glossary of terms, and a directory of entrepreneurship assistance organizations.

For information on PACE or to order, contact the Publications Department at the
Center on Education and Training for Employment, 1900 Kenny Road, Columbus, Ohio 43210-1090
(614) 292-4353, (800) 848-4815.

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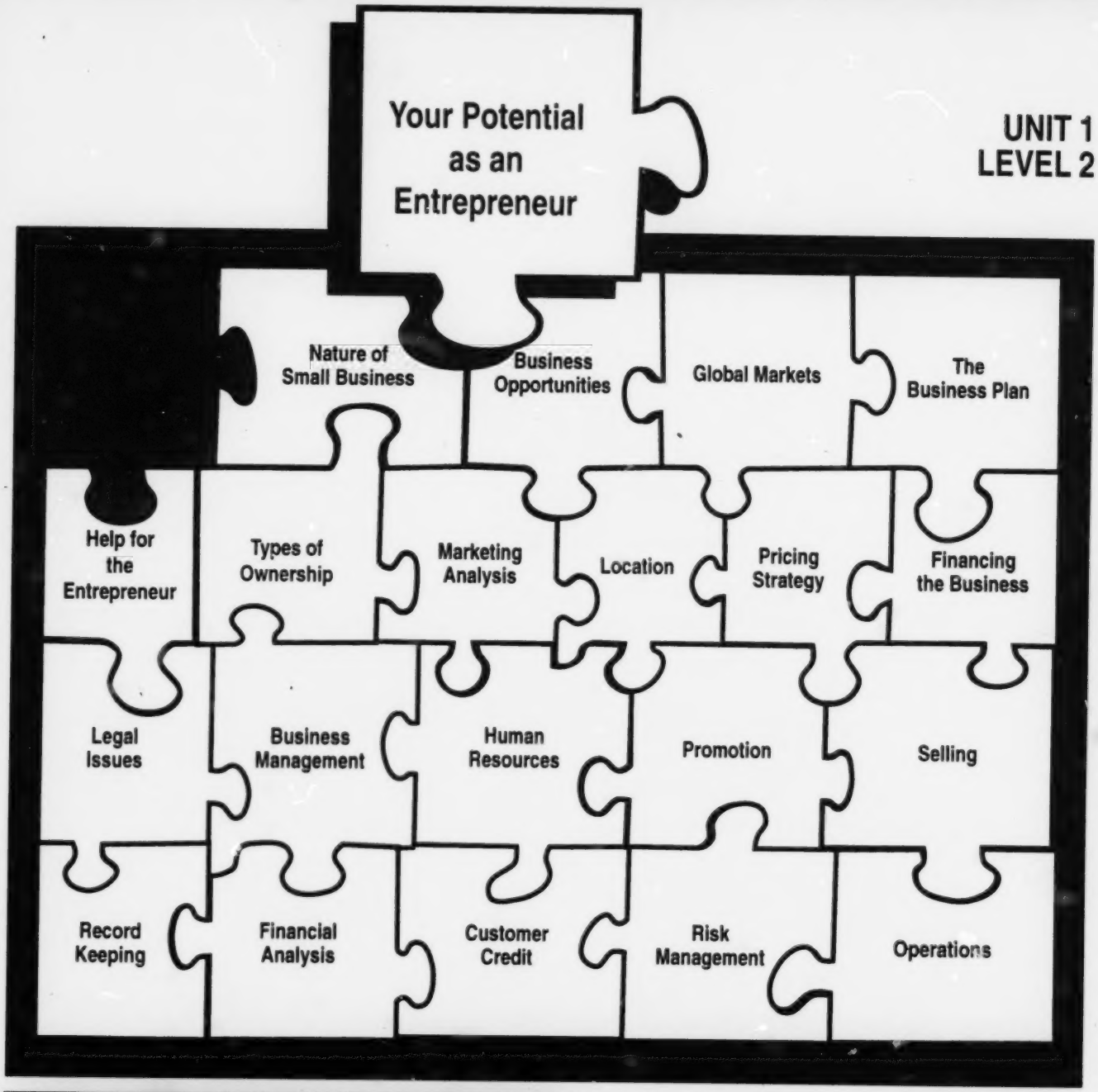

UNIT 1
LEVEL 2

PACE
THIRD EDITION

Program for Acquiring Competence in Entrepreneurship

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY

Research & Development Series No. 302-01

YOUR POTENTIAL AS AN ENTREPRENEUR

BEFORE YOU BEGIN . . .

1. Consult the *Resource Guide* for instructions if this is your first PACE unit.

2. Read What are the Objectives for this Unit on the following page. If you think you can meet these objectives now, consult your instructor.

3. These objectives were met in Level 1:

   - Define entrepreneurship.
   - Identify characteristics, aptitudes, and skills of successful entrepreneurs.
   - Describe careers you would like to be involved in during your lifetime.
   - Compare the advantages of owning a business versus working for someone.
   - Establish the importance of setting goals.
   - Assess your aptitudes and skills.
   - Assess your potential to become an entrepreneur.

4. Look for these business terms as you read this unit. If you need help with the meanings, ask your instructor for a copy of the PACE Glossary contained in the *Resource Guide.*

   Aptitudes
   Entrepreneur
   Entrepreneurship
   Professional Image

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YOUR POTENTIAL AS AN ENTREPRENEUR

WHAT ARE THE OBJECTIVES FOR THIS UNIT?

Upon completion of this unit you will be able to—

- describe typical entrepreneurial characteristics,
- identify your entrepreneurial aptitudes and skills,
- describe professionalism as it relates to being an entrepreneur,
- determine the motives for starting your own business,
- evaluate the different types of business opportunities that relate to your skills

WHAT IS THIS UNIT ABOUT?

Entrepreneurship is a unique economic resource with unlimited potential for producing new wealth. It is not limited by amount as are land and labor. It is limited only by imagination. Entrepreneurship is a commercial enterprise created by an entrepreneur. An entrepreneur takes on a level of risk in order to supply a product or service that will fulfill a demand of the marketplace, and hopes to profit in return.

In this unit you will investigate the characteristics of entrepreneurs and learn about entrepreneurial professionalism. You will assess your entrepreneurial aptitudes and skills, and you will determine what your motivations are for starting your own business. Finally, you will explore how goal setting can help you plan for your career.

WHAT ARE THE CHARACTERISTICS OF SUCCESSFUL ENTREPRENEURS?

In determining your potential as an entrepreneur, it might be helpful to know the "personality profile" of successful entrepreneurs. The following characteristics are cited as "typical" characteristics commonly shared by entrepreneurs.

- A degree of *tough-mindedness* enables entrepreneurs to make and stick by decisions. This characteristic comes into play very early as friends, consultant, bankers, lawyers, parents, children, and spouses begin analyzing and criticizing the new business idea.

- A *willingness to work harder and longer* seems to describe most entrepreneurs, even after they have their businesses up and running. Entrepreneurs look for opportunities for work in the venture itself or in new ventures. Other entrepreneurs prefer to work hard in getting new enterprises off the ground. Once they are up and running, they often pass the day-to-day operation on to others. The willingness to work hard surfaces as problems or situations continue to arise that require the unique talents of entrepreneurs.

- A degree of *self-confidence* allows entrepreneurs to hire outside experts and feel no threat to their own authority. This is also a useful trait in acquiring necessary capital, selling the product or service, and hiring the best people to do the job.

- A *willingness to take "reasonable" risks* means that successful entrepreneurs do not gamble without having some degree of control over the results. The "reasonable risk" characteristic is evident in start-up decisions, as well as in follow-up decisions. This characteristic helps entrepreneurs set intelligent limits on capital, loans, manufacturing levels, inventory policy, and customer credit policy.

- The *flexibility* observed in successful entrepreneurs is evident in their ability to juggle many "entrepreneurial hats" while adjusting to changing goals, technology, and competition. At any given point, entrepreneurs may need to adjust to new information. This may mean changing course, broadening concepts, or narrowing the field of endeavor. Successful entrepreneurs are able to do this on a day-to-day, hour-to-hour basis as the new venture moves into contact with external forces.

- *Entrepreneurial sensitivity* refers to a fine-tuned sense of the needs of the marketplace. Successful entrepreneurs see problems as opportunities because they represent unfulfilled needs. Entrepreneurs see statistics as economic and market forecasts, and individuals as sources of ideas.

- *Goal setting* is a habit of successful entrepreneurs, even if it is often a subconscious one. Successful entrepreneurs envision what the long-range results of an action will be and strive to make those results happen.

- An adept *problem-solving* ability is evident in successful entrepreneurs. Consistently successful entrepreneurs use problems to chart a path to success, that is, a problem solved is a step forward.

- A *desire for profit* is often said to be used as entrepreneurs' means of measuring their own successes or failures. However, the purely personal "I want to be rich" motive operates at an equally

high level in many entrepreneurs. Successful entrepreneurs are efficient in their use of resources.

- *Enthusiasm* is the characteristic that supports the drive of successful entrepreneurs to achieving their goals. It wards off negativism, lethargy, and loss of concentration, even when all other forces seem to be pulling in different directions. It sustains self-confidence, heightens creativity, and increases the capacity for flexibility and hard work. It keeps tough-mindedness from becoming gruff arrogance or indifference, and it activates the profit motive just when another person would decide "it just isn't worth it."

- Entrepreneurs are often characterized as *eternal optimists*. They have a habit of always seeing something positive in every situation, regardless of how bleak the circumstances appear. Rather than dwell on the negatives, they focus on what can be learned from every situation. Of course, this characteristic must be tempered with good sense.

- A great deal of *resourcefulness* is needed to be a successful entrepreneur. Entrepreneurs normally operate with very limited capital, equipment, personal time, and help from others. To stretch these limited resources to accomplish the job requires the ability to determine new ways to do more with less.

- Many entrepreneurs say the *need to achieve* is their primary motivator. Whether it be in athletics, community projects, academic work, or business, these people are driven to achieve extraordinary results. This need serves as a driving force that pushes them to make things happen.

- *Creativity and inventiveness* often find a release in entrepreneurship. Starting a new business and solving the multitude of problems such an endeavor faces requires creativity. Entrepreneurs are often creative individuals who seek a way to put their creativity to use.

- Being *able to take initiative* is a must for anyone starting his or her own business. Entrepreneurs have no one looking over their shoulders telling them what to do next. They have to be self-starters, people who can see what needs to be done and who can motivate that action.

- A desire for *independence* is another characteristic common among entrepreneurs. Persons who own and operate their own businesses often are looking for the freedom to "be their own boss." The confidence in their abilities results in a desire to make decisions independent of a higher authority.

- If entrepreneurs employ others to help in achieving their business goals, they must be *able to lead* the combined efforts of others. Business owners often have leadership personalities. They are able to show their vision to others and motivate them to work in that direction.

WHAT ARE COMMON APTITUDES AND SKILLS OF ENTREPRENEURS?

Everyone has special aptitudes or talents. These are the natural abilities you are born with. Your brother or sister may be talented at painting and drawing. You might lack this artistic talent, but instead you may excel at writing, math, or athletics. Maybe you have not discovered your unique abilities—but you have them. And if there are skills you need they can be developed through education and training.

Some aptitudes that entrepreneurs often have are these:

- Verbal and nonverbal communication skills (written or spoken words or actions that communicate ideas, emotions or events). Writing a letter, speaking to a church group and patting a friend on the back are all methods of communicating.

- Verbal comprehension skills (understanding the meanings of ideas or emotions in verbal or nonverbal communication). Discussing current events with a friend, listening and responding to a parent's request, and selling advertising for a newspaper are all examples of verbal comprehension.

- Logic (applying reason or logic to problems). Solving a mystery movie, troubleshooting a computer program, and applying geometry to figuring out the height of a flagpole require the use of logical abilities.

- Artistic ability (creativity, using artistic talents, using musical talents, using dramatic talents). Being able to paint portraits, play a piano, and act in a play are examples of being artistic.

- Mechanical aptitude (understanding relationships between parts of machines, making things work). Examples of mechanical ability are rebuilding your lawn mower engine, fixing the dripping faucet, and replacing the band on your watch.

- Numerical understanding (working with numbers). Balancing your checkbook, keeping the scoring statistics for the basketball team, and computing how much paint it will take to paint your bedroom all require numerical talent.

- Clerical skills (arranging and recording number and letter combinations). Word processing and maintaining alphabetical files use clerical abilities.

- Spacial understanding (understanding how parts of things fit together, multidimensional relationships). Laying out a landscaping scheme, designing the furniture arrangement in a room, and putting together a silk flower arrangement are three examples of spacial aptitude.

- Physical ability (bodily strength and coordination and manual dexterity). Sewing a button on a shirt, playing tennis, and helping move the refrigerator require physical ability.

- Organizational skills (planning, implementing, evaluating). Planning a volleyball tournament and running a refreshment stand are examples of organizational talent.

- Intellectual ability (original thinking, seeking knowledge, thinking ahead). Studying for a test, participating in a debate and analyzing a delivery schedule problem require intellectual ability.

You can discover your aptitudes through experiences. For instance, taking part in a school play may reveal the ability to speak publicly, or a summer job may reveal a talent for working with numbers, working with your hands, or selling. The more you experience, the clearer will be your understanding of what you're good at doing and what you like to do. Once you discover this, then you can seek out entrepreneurial opportunities that utilize these talents.

It makes sense to focus on developing skills that you have an aptitude for. For instance, trying to become an expert at bookkeeping when you have little talent or interest in working with numbers is not a wise use of your time and talent. But, on the other hand, investing your time and energy in becoming an expert automobile mechanic might make sense if your talents are in working with machinery.

Once you've identified your aptitudes and skills, you'll most likely want to continue to develop in these areas throughout your life. As you gain expertise in these skills, you may then be able to build a business using your talents.

HOW IMPORTANT IS A PROFESSIONAL IMAGE TO THE ENTREPRENEUR?

A professional image is important because the entrepreneur is a symbol of the business. People will judge the business by the image presented by the owner. Your appearance, the way you communicate, and how you react to situations all contribute to your image and your business' image. People like to do business with people and businesses that they perceive as being professional.

In addition to aptitudes and skills already identified, factors that contribute to a professional image are as follows:

- Appearance—Your personal appearance and the appearance of employees and your facilities say a lot to people about the quality of your goods and services.

- Speech—Your speech—your choice of words and how you say those words—creates an impression of your abilities and attitudes.

- Writing—Like speech, writing messages and letters also leaves an impression on people—either good or bad. Writing clearly and neatly leaves a good impression.

- Etiquette—Your manners tell people a lot. Showing common courtesies and politeness are a must in dealing with the public.

- Integrity—People do business with people they believe they can trust to be fair and dependable.

- Ethics—High ethical standards, or holding a high standard of what is morally right, earns respect, trust, and business.

WHAT MOTIVATES SOMEONE TO OWN A BUSINESS?

People become entrepreneurs for many different reasons. Some people are looking for independence, others are looking for a chance to use their creative talents, still others hope to make a lot of money. In examining your own motivations, it might be helpful to consider the advantages and disadvantages of owning your own business. As you read this unit keep in mind your own special talents, goals, and aspirations. These factors, along with others, will help you become aware of what would motivate *you* as a business owner.

WHAT ARE THE PERSONAL ADVANTAGES AND DISADVANTAGES OF OWNING A SMALL BUSINESS?

As you begin to examine the advantages (motivators) and disadvantages (demotivators) of owning your own business, you may want to reserve judgement on some of the items. What may seem to be an advantage today can turn into a disadvantage tomorrow. In fact, some of the items may fluctuate daily. Remember, everyone has his or her own opinion on what is of value to *him or her*. To help focus your thoughts, review the following *personal, social, family, and career* considerations. Although each represent different sources of motivation, you will probably find that some of the advantages and disadvantages will overlap.

Many entrepreneurs say that the feeling of personal achievement is the number one personal advantage of owning a small business. Loss of leisure time is the number one personal disadvantage.

Some other possible personal items are shown in Figure 1. Your own list may be very different. Talk to other entrepreneurs. Find out if they list any of the same items. Would they classify them the same way? Try to discover new items for your list.

PERSONAL ADVANTAGES AND DISADVANTAGES OF OWNING YOUR OWN BUSINESS	
ADVANTAGES	DISADVANTAGES
Personal achievement	Loss of personal time
Use of all skills	Fear of failure
Development of new skills	Personal reputation loss
Sense of responsibility	Loss of time
Feeling of flexibility/control	Loss of self-control
Sense of leadership	Loss of property
Opportunity for wealth	

Figure 1. Examples of advantages and disadvantages of owning your own business

WHAT ARE THE SOCIAL ADVANTAGES AND DISADVANTAGES OF OWNING A SMALL BUSINESS?

Figure 2 lists some possible social advantages and disadvantages of owning a small business. These should serve primarily as starters for your own list. As you develop this list, talk to corporate business leaders as well as other entrepreneurs. Is there a difference in their estimations of the social advantages and disadvantages you may experience?

WHAT ARE THE ADVANTAGES AND DISADVANTAGES TO THE FAMILY IN OWNING A SMALL BUSINESS?

Figure 3 illustrates the items that can be the most rewarding or most devastating to an entrepreneur. Family considerations may influence some entrepreneur decisions more than any others. As you develop your list, be sensitive to the differing perceptions family members may have about the business. How important will their influence be in your business? How much support will you need and want?

SOCIAL ADVANTAGES AND DISADVANTAGES OF OWNING YOUR OWN BUSINESS	
ADVANTAGES	DISADVANTAGES
Performing philanthropic services	Loss of corporate executive status
Enhanced community status	Loss of time to help others
New peer relationships	Loss of corporate resources
Lack of peer pressure	Loss of close business circle contacts
Position as a leader	

Figure 2. Examples of social advantages and disadvantages of owning a small business

FAMILY ADVANTAGES AND DISADVANTAGES OF OWNING YOUR OWN BUSINESS	
ADVANTAGES	DISADVANTAGES
Family may spend time together working toward a common goal	Loss of free time
Family members may provide a business resource	Family security diminished
Family is involved	Family confidence reduced
Family is proud and supportive	Family understanding is tested

Figure 3. Examples of advantages and disadvantages to the family of owning a small business.

WHAT ARE THE ADVANTAGES AND DISADVANTAGES TO A CAREER IN STARTING A SMALL BUSINESS?

Figure 4 lists potential advantages and disadvantages of interrupting a corporate career to start your own business. This illustration can also be used to evaluate any serious activity the small business will interrupt such as sports, education, or homemaking. If you are already an entrepreneur, you can reevaluate the original tradeoffs you made when you started your business? Is it still a good trade? Is it better? Was it a bad risk? Can you improve the tradeoffs by changing work habits?

CAREER ADVANTAGES AND DISADVANTAGES OF OWNING YOUR OWN BUSINESS	
ADVANTAGES	DISADVANTAGES
Greater career potential	Loss of job security
More control of goal-directed activities	Loss of position or promotion
More focused use of energies	Loss of income
More well-rounded executive qualities	Loss of tenure

Figure 4. Examples of advantages and disadvantages to the career in starting a small business.

WHY IS GOAL SETTING IMPORTANT TO THE ENTREPRENEUR?

A goal is "a beacon on a hill," "a compass to the traveler," or "a lighthouse to the sailor." The point is, goals focus your attention on desired end-results.

> The problem with not being goal oriented or goal directed, is that you tend to drift aimlessly, not knowing where to focus your time and energies. When faced with decisions about what kind of education to invest in, what types of skills to develop, and what work experiences to pursue, there is no basis for making these decisions. As a result, you accomplish only a fraction of what you potentially could, often running in frustrating circles of confusion.

Life is full of choices. Choosing among opportunities is one area of choice. With goals firmly in mind, it's easier to recognize which opportunities to select, which opportunity will most likely take you closest to that desired end-result.

Going one step further, goal setting helps create opportunities. Instead of taking what opportunities fall your way, with a clear picture of where you want to go firmly in mind, you can take the initiative in creating the opportunities that you need. For example, if you want to eventually own a full-service restaurant, instead of accepting a job offered to you at a fast-food restaurant, go out and find an opportunity to work in one of your local formal or casual full-service restaurants. Invest your time and effort in experiences that will contribute to achieving your dream!

WHAT ARE THE STEPS IN GOAL SETTING?

As you begin to plan your future, you need to set long-term goals—goals that you may not reach for 5-10 years. Short-term goals are the steps that allow you to reach your final destination—your long-term goals. For

example, Lisa's long-term goal is to own and operate her own day-care center in 5 years. To reach this goal, she may set these short-term goals:

- Take child care and small business management classes at the community college.
- Find employment in a day-care center with an excellent reputation
- Join industry associations
- Save money to invest in the business
- Secure a small business loan

As you reach each short-term goal you're that much closer to achieving your long-term goals. Also, by being able to measure your progress, you're motivated to push on.

How many times have you set a goal for yourself, only to abandon it because you lacked motivation? Here are a few tips that might help you stick to your goal.

- Set goals based on your personal desires.
- Prioritize your goals and work on the most important ones.
- Keep your goals in view. Write them down and put them where you will constantly see them. For example, you might put them—
  - on your bathroom mirror,
  - on your refrigerator,
  - in your wallet,
  - in your locker, or
  - on the dashboard of your car.
- Imagine yourself fulfilling your goal—really doing it.
- Set timelines for accomplishing your goals.
- Revise your goals as your values, experiences, and needs change.

HOW CAN GOAL SETTING HELP YOU DEVELOP YOUR CAREER?

After you have discovered your aptitudes and interests, explored the advantages and disadvantages of owning your own business, looked at your underlying motivations for becoming an entrepreneur, you may or may not decide to pursue it further. No matter whether you want to work for someone else, or wish to be a business owner, goal setting can help you build a successful career.

Personal improvement, education, and specific vocational goals all contribute to career development. By setting goals in each of these areas, you are pursuing knowledge, skills, and experience that will further your employment opportunities and enhance your career. For instance, setting a goal to become a good communicator—which might

mean learning to speak publicly, learning to be a better listener, and learning to write clearly and persuasively—will result in personal skills that will make you more productive in any job. The same is true about gaining marketable knowledge through education and valuable work experience in different jobs. All contribute to your "human capital"—your personal abilities that are valuable to society and that will earn you money—and will open doors to new and better career opportunities.

As you gain educational, social, vocational life experiences, you are constantly learning new things about yourself and the world in which you live. As you learn more about your likes and dislikes, what truly motivates you, and so on, you will be able to more finely tune the direction you wish to take in pursuing a career. Do not panic if you set your goals and later see a need to adjust your goals. This is alright. It's quite common to adjust your goals as you progress. You can only make decisions based on your current knowledge. So when you learn new things about yourself and the world, you will naturally be able to make new and better decisions. But only by setting goals will you be pushing ahead in what is the right direction, at least for that point in time. Without setting goals, you may not move forward and learn this crucial new information, which allows you to readjust your path.

When you take a plane from New York to Los Angeles, it may look like the pilot points the nose of the plane directly towards the destination and simply holds a steady course. But in reality, he is constantly readjusting his path to stay on course for the final destination. As his instruments give him new information, he adjusts accordingly. Because of this continual flow of new information, and the pilot's adjustments based on that information, the plane meets its destination.

Think of it in this way. You are standing at the starting line of a race that will take you over hilly terrain. Between you and the finish line are many hills and turns. It is impossible for you to see the finish line standing at the start. Throughout much of the race you have no idea which direction you will have to take to get to the finish line. Only by moving forward, going a step at a time, will you learn what you need to do to continue making progress.

So it is with a career. Few people starting out in life can accurately see the finish line—the final outcome of their job choices or the career they will ultimately settle upon. But by moving forward, using the knowledge and skills they currently have, and then, once they are able to see around the next turn, setting new goals that will get them to the next turn, they will eventually discover a career that fits their interests and abilities. Only by running the race—setting goals that will move you forward—can you learn about yourself and the world, so that you can continually take this new information and readjust your path.

ACTIVITIES

The following activities are designed to help you apply what you have learned in this unit.

INDIVIDUAL ACTIVITIES

A.

List some activities you have been involved in that have some risk attached to winning or losing (sports, politics, card clubs, lotteries, etc.). Which ones gave you the biggest thrill? Which ones gave you the most personal satisfaction? In which ones did you have some control over the results? Did your level of competition or intensity vary when there was a tangible reward involved? Decide whether you like taking risks more when you have some degree of control over the outcome.

B.

Write a famous entrepreneur a letter. Ask what personal characteristics were most important in starting his/her business. (Examples: Jenny Craig, Earl Scheib, Mrs. Fields Cookies, Famous Amos) Use your local library as a resource to help you find addresses for famous entrepreneurs.

C.

Creativity for the entrepreneur means being able to recognize potential market needs that could be provided to a group of consumers for a price. Select one or two groups from the list below and try to come up with several unique services or products that they might buy and that would be profitable.

- Older citizens in nursing homes
- Working mothers
- Divorced fathers
- Vacationing teenagers
- Teachers
- Farmers
- Bus drivers
- Business executives
- Entrepreneurs

D.

Assume you have definitely decided to become an entrepreneur. List what motives you have for starting your own business. Try to list at least one personal motive, one social motive, one family motive, and one career motive. Decide which one would be most important to you. Think about how the motives overlap one another.

GROUP ACTIVITIES

A.

BRAINSTORMING

As a class, pick one group of consumers from the list in Individual Activity C and see how many different business ideas the class can generate. Notice how creative group thinking spurs new ideas: ideas generate ideas.

B.

Ask a local entrepreneur to discuss with you, individually or with the class, how important flexibility is to running your own business. Ask for specific examples of when goals or tactics had to be changed and how swiftly the changes occurred. Find out what the results might have been if the entrepreneur had continued on the original course of action. Find out how the changes affected other decisions.

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CASE STUDY

For as long as she could remember Maria loved to watch her father work on the cars of her family's friends and relatives in his spare time. He was fond of saying that he always worked long and hard to "create something better using my sweat and talent." She shared her dad's love for mechanical things and the need to make people happy. Maria was only 4 years old the first time she helped with an oil change, and she rebuilt her first carburetor at 12. At about this same time, Maria began dismantling and reassembling the mechanical toys of her siblings. The other children were always upset at first but were usually amazed that not only were their toys back together, they usually worked better.

The summer that Marie turned 14, her family moved to another part of town where just beyond the back yard was a large, modern, auto repair shop that specialized in foreign cars, specifically German-made cars such as BMW and Mercedes Benz. Maria thought the cars and the shop were special and began spending time talking to the technicians about their trade. It was not long before this interest caught the attention of the shop owner, Rolf, who encouraged his workers to be patient with all the questions asked by this curious young girl. As it turned out Rolf had a daughter at home the same age as Maria who had never shown any interest in his business. By the end of summer, Marie was running errands and helping with minor repairs.

Through her grammar school days Maria was described as independent by her teachers. She was not a discipline problem but did seem to have trouble focusing on her studies. The coming school year was very important for Maria. She was entering high school and had decided to pursue a vocational course of study in auto mechanics. She also accepted an offer from Rolf to continue her unofficial apprenticeship until she turned sixteen. At that time she would work at the shop part-time after school.

DISCUSSION QUESTIONS

Maria is now thirty years old and the owner of her own foreign car service and repair shop in Marina Del Rey, California. She has built a loyal clientele based on a commitment to honest, quality work.

1. How did Maria use her aptitude and skill create a business opportunity?

2. Do you see the advantage of pursuing a career in an area of personal interest?

3. Should you start your own company, what experience do you have, or do you expect to gain, that will be useful?

ASSESSMENT

Read the following questions to check your knowledge of the topics presented in this unit. When you feel prepared, ask your instructor to assess your competency on them.

1. Which of the entrepreneurial characteristics do you think will be most important to you in running a small business?

2. What are some of the motives you feel you would have for starting your own company?

3. What do you think would be your biggest problem in running your own business?

4. What type of business opportunity will you be most likely to consider if you start your own company? Why?

5. What area of running a business do you think you would most likely want to hire an expert to handle for you?

6. How can you convey a professional image?

7. How can you use goal setting to help make you a successful entrepreneur?

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PACE

⇨ Unit 1. Your Potential as An Entrepreneur
Unit 2. The Nature of the Small Business
Unit 3. Business Opportunities
Unit 4. Global Markets
Unit 5. The Business Plan
Unit 6. Help for the Entrepreneur
Unit 7. Types of Ownership
Unit 8. Marketing Analysis
Unit 9. Location
Unit 10. Pricing Strategy
Unit 11. Financing the Business
Unit 12. Legal Issues
Unit 13. Business Management
Unit 14. Human Resources
Unit 15. Promotion
Unit 16. Selling
Unit 17. Record Keeping
Unit 18. Financial Analysis
Unit 19. Customer Credit
Unit 20. Risk Management
Unit 21. Operations
Resource Guide
Instructor's Guide

Units on the above entrepreneurship topics are available at the following levels:

* Level 1 helps you understand the creation and operation of a business
* Level 2 prepares you to plan for a business in your future
* Level 3 guides you in starting and managing your own business